R E P O R T R E S U M E S

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ADULT BASIC EDUCATION NATIONAL TEACHER TRAINER INSTITUTE (CALIFORNIA POLYTECHNIC STATE COLLEGE, VOORHIS CAMPUS, JULY 10-28, 1967).

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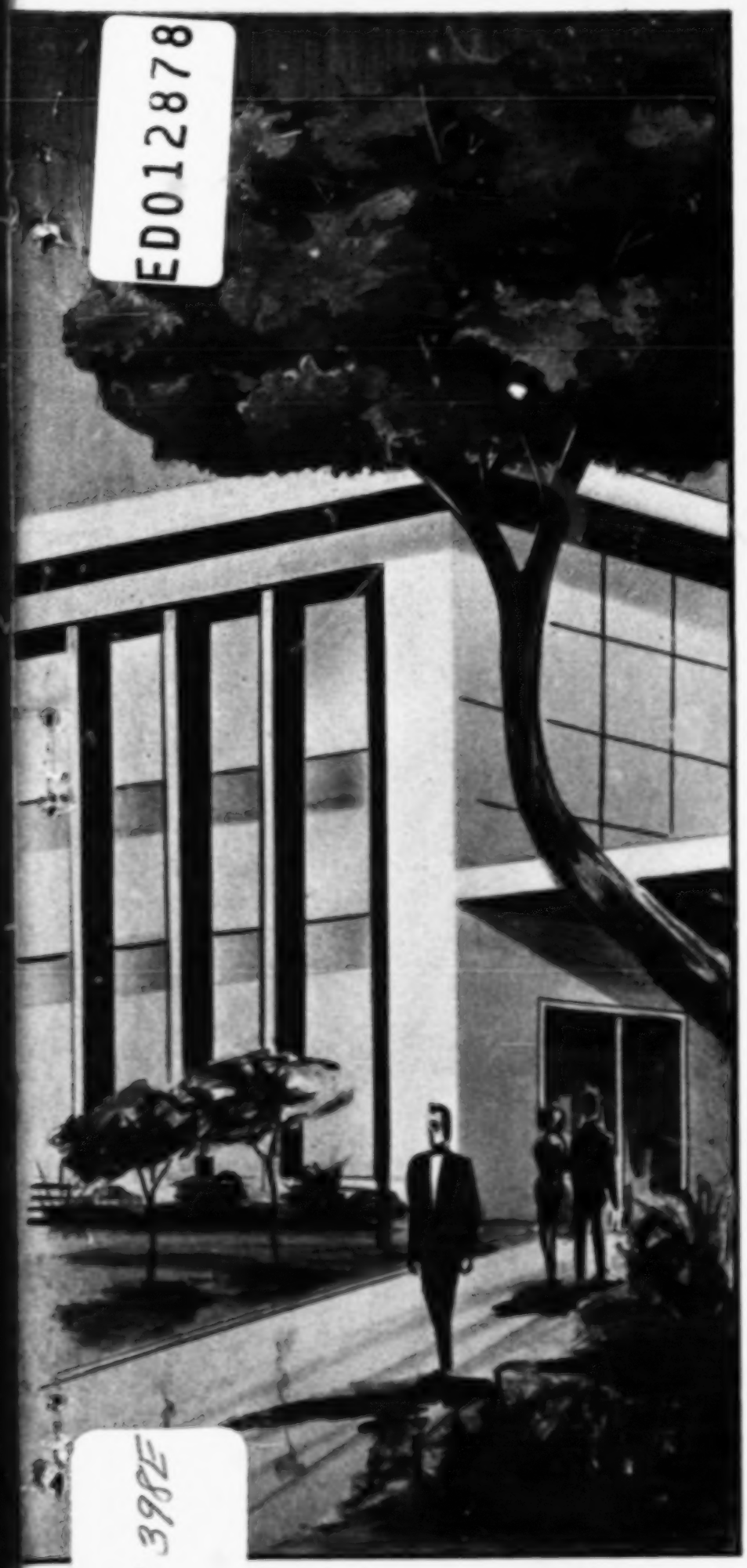
THE 1967 WESTERN REGION TEACHER TRAINING INSTITUTE AT CALIFORNIA POLYTECHNIC STATE COLLEGE WAS DESIGNED TO PROVIDE TRAINING FOR ADMINISTRATORS AND TEACHERS OF ADULT BASIC EDUCATION (ABE) PROGRAMS IN SIX STATES. THE INSTITUTE FOCUSED ON FIVE BROAD AREAS--UNDERSTANDING THE ABE STUDENT, METHODS OF TRAINING ABE INSTRUCTORS, ADMINISTRATION, PROGRAM EVALUATION, AND ABE CURRICULUM. THE TEACHER INSTITUTE, SUBDIVIDED INTO ELEMENTARY EDUCATION OR ENGLISH AS A SECOND LANGUAGE INTEREST GROUPS, FEATURED LECTURE-DISCUSSIONS AND SMALL GROUP ACTIVITIES IN WHICH INSTRUCTIONAL METHODS AND MATERIALS, EDUCATIONAL TECHNOLOGY, GUIDANCE AND COUNSELING TECHNIQUES, AND METHODS OF EVALUATION AND MEASUREMENT WERE STUDIED. IN THE ADMINISTRATIVE INSTITUTE, DIVIDED INTO NINE PROJECT GROUPS, EACH PARTICIPANT DEVELOPED A PROJECT TO BE USED IN HIS COMMUNITY. FOUR EVENINGS A WEEK PARTICIPANTS IN BOTH INSTITUTES OBSERVED AND TAUGHT IN ABE CLASSES IN LOS ANGELES. RECOMMENDATIONS FOR FUTURE WORKSHOPS WERE--CONDUCT SEPARATE WORKSHOPS FOR RURAL AND METROPOLITAN ABE PROGRAMS, PROVIDE FOR A MORE CONSISTENT METHOD OF PARTICIPANT SELECTION, SELECT STAFF ASSOCIATES FROM PREVIOUS INSTITUTE PARTICIPANTS, AND SEPARATE ADMINISTRATOR AND TEACHER INSTITUTES. (AJ)

1967



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NATIONAL TEACHER TRAINER INSTITUTE

Conducted by:

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DIVISION OF ADULT EDUCATION

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LOS ANGELES CITY SCHOOL DISTRICTS
Division of Adult Education

• STATE DEPARTMENTS OF EDUCATION •

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ADULT BASIC EDUCATION

TEACHER TRAINER INSTITUTE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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July 10 - 28, 1967

Compiled by

Hunter Fitzgerald

Adult Basic Education Supervisor

University Extension
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Los Angeles, California

1967

Los Angeles City School Districts
Division of Adult Education

NATIONAL TEACHER

TRAINER INSTITUTE

Conducted by:

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Extension Division

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UNITED STATES OFFICE
OF EDUCATION
Division of Adult Education

NATIONAL UNIVERSITY EXTENSION
ASSOCIATION

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Adult Education

STATE DEPARTMENTS OF EDUCATION

1967

TABLE OF CONTENTS

Chapter — Page

I. STAFF AND PARTICIPANTS 1

Administrative Staff

Staff Associates

Participants

Administrative Roster
Teacher-Trainer Roster

II. BACKGROUND AND CONTENT 9

Overview

General Administration

Institute Curriculum

Teacher-Training Curriculum

Administrator Training Curriculum

Training Skills
Content of the Adult Basic Education Program
Program Format
Statement of work
Materials Display
Activity Schedules

III. GENERAL SESSION PRESENTATIONS 24

General Sessions

Administrative Sessions

Teacher-Trainer Sessions

IV. PROJECT DEVELOPMENT 30

Statement of the Problem

Background Information
The Proposal

Objectives

Implementation

Budget

Chapter | Page

Plan of Instruction

Project Evaluation

Summary and Recommendations

V. TEACHER ACTIVITIES 42

Daily Log

Weekly Observation of Teaching

Curriculum and Audio Visual Evaluation

Self Evaluation

VI. EVALUATION AND RECOMMENDATIONS 57

Evaluation

Recommendations

CHAPTER I

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CHAPTER II

BACKGROUND AND CONTENT

Overview

Eric Sevareid, famed news commentator, once said, ". . . the American public . . . includes ten million college graduates and more than one half of all the high school educated people in the world." The other side of the coin is that at least ten and one-half million adult Americans are functionally illiterate, having progressed no further than the fourth grade in English competency. Despite the attempts by special federal, state and local literacy programs to ease the problem, high incidences of poverty and migration tend to maintain illiteracy at a fairly constant level.

Census figures indicate that unemployment and illiteracy go hand-in-hand. Lack of basic learning skills limits the individual not only in obtaining employment, but also in training or retraining opportunities. Too often, vocational training programs fail or are handicapped because the enrollees lack the basic learning skills necessary to benefit from vocational instruction. Discouraged because traditional learning methods take more time than they have to invest, adult illiterates find themselves forced into low skill, low paying employment from which many never escape. This coupled with the fact that the United States Department of Labor predicts that the average worker will need to change his employment skills at least eight times during his productive years, indicates an obvious need to directly involve adult illiterates in a program of

basic education.

The main purpose of the Adult Basic Education Program, as established by Congress in various types of legislation, is to provide for adults lacking an elementary education the opportunity to improve communication, quantitative, personal-social and economic skills.

The backbone of this program is the same as that of any successful educational effort - the teacher. Teachers especially trained for adult basic education must be provided. The tremendous expansion of the program has placed a real burden on those responsible for finding qualified, experienced teachers to implement the program.

In the past many teachers unfamiliar with Adult Basic Education have, of a necessity, been recruited to fill the gap. Past experience has shown a definite need to train teachers prior to and during their unusually complex assignments.

Adult Basic Education leaders have consistently supported rigorous, continuing in-service training programs for Adult Basic Education teachers, administrators, and supervisors as concomitant to total program improvement. (Description, Evaluation, and Recommendations for Adult Basic Education Teachers Training Programs in California Public Schools, Barnes, R. F.)

Recognition of these training needs brought about the establishment in 1965 of three workshops in Adult Basic Education financed by grants from the Ford Foundation. The Adult Education Branch of the United States Office of Education continued Adult Basic Education teacher training in the summer of 1966 by sponsoring and financing

institutes in nine regions of the United States. The 1967 Western Region institute at California Polytechnic State College, Voorhis Campus, San Dimas, California, was the twentieth such activity of the training program and was designed for the purpose of training both administrators and teachers of Adult Basic Education programs in Arizona, California, Nevada, New Mexico, Oregon and Washington. Eighty participants selected by state Adult Basic Education directors completed this training activity. The teachers workshop was held for a period of three weeks while the administrators attended for two weeks.

General Administration

Administration of the institute required complete cooperation between the National University Extension Association and the Coordinating Staff of the Training Institution from the time the trainees arrived at the institute until they departed. The services and facilities of the University, the Los Angeles City Schools, and other community agencies were utilized to make necessary logistical and practicum arrangements for the program. Some problems to be considered were housing of trainees, scheduling of classrooms and field trips, purchase and reproduction of materials for distribution to trainees, payment of allowances to trainees, payments to staff, rental of visual aids and equipment, and transportation.

Institute Curriculum

The training workshop focused on five broad areas of study closely paralleling the National Core Curriculum for Teacher Training

Institutes developed by the National Advisory Council for Adult Basic Education Teacher Training Programs:

Understanding the Adult Basic Education student
Methods of training Adult Basic Education instructors
Administration
Program evaluation
Adult Basic Education curriculum

Because the institute participants included administrators and teachers, the program was organized to provide both groups the opportunities to explore problems in common as well as those particularly related to each field of interest. Teachers concentrated on general Adult Basic Education curricula, methodology, new techniques and materials and the adult student's needs and problems. Administrators worked together to solve the problems of management, development and evaluation involved in establishing an effective Adult Basic Education program.

Teacher Training Curriculum

Overview
- Target population
- Development and implementation of Adult Basic Education curriculum
- Development of basic skills
- Learning process
- Assistance in the classroom
- Guidance and counseling
- Community relations
- Recruitment and referral

Adult Basic Education Curriculum
- Programmed Learning
- Use of video-tape recorder
- Instructional technology

Training of Adult Basic Education Teachers

Administrator Training Curriculum

Overview
- Problems of the target population
- Federal legislation and state administration
- Role of the local administrator

Management
- General principles of management
- Budgeting

Recordkeeping
Staff development
Scheduling

Program Development
Identifying the target population
Student recruitment
Curriculum development and implementation
Guidance and counseling
Testing the student progress
Teacher training programs

Program Evaluation
Curriculum improvement
Education section of teacher training needs
Student followup
Funding needs and justification
Staff requirements
Materials
Equipment
Supplies

TRAINING SKILLS

When the trainee left the Adult Basic Education Teacher Training Program, three broad areas of knowledge had been explored. The first was subject matter included in Adult Basic Education programs and teaching methods. The Institute was designed so that the trainee was introduced to the established content of the Adult Basic Education Program as well as to many new methods and materials being developed. The third area was the methodology needed to convey ideas, concepts, and information to other teachers. At the conclusion of the program, an arsenal of methods, techniques, and insights useful to the training of Adult Basic Education Teachers had been presented.

CONTENT OF THE ADULT BASIC EDUCATION PROGRAM

The teacher trainer was exposed to methods and materials of instruction, educational technology, guidance and counseling techniques, and methods of evaluation and measurement. The trainee had access to the following:

Methods and materials of instruction of communications skills
Methods and materials of instruction of quantitative skills

Methods and materials of instruction of personal-social skills
Methods and materials in health education
Methods and materials of instruction of science skills
Methods and materials of economic skills
Educational technology
Guidance and counseling techniques
Measurement and evaluation techniques
Selected aspects of educational psychology
Selected aspects of sociology
Selected aspects of social work
Knowledge of the opportunity structure of the community

In addition, the teacher trainer had the opportunity:

To use role playing as an instructional technique
To employ language which is understandable to students
To participate in supervised teaching experiences
To assess materials of instruction
To create materials based on the needs of his students
To evaluate student progress

PROGRAM FORMAT

The Institute was organized to insure a flexible schedule. Approximately one fourth of the workshop was devoted to lecture discussion activity. Another fourth of the time was used for practicum, small group and individual activities. The remaining time was spent in classroom observation and actual practice teaching in Adult Basic Education classes of selected Los Angeles City adult schools.

Training techniques and activities included lectures by educational and technological experts, dramatizations, field trips, displays, demonstrations, seminar study groups, class observation, practice teaching, films and individual study. Practice teaching was included in the teachers' program while the administrators made use of observation time in the classroom.

Statement of Work

Individual teacher activities included:

- Classroom observations
- Preparation of lessons for assigned Adult Basic Education class
  - Planning
  - Audio Visual Aids
  - Preparation of specialized materials including video tapes
- Practice teaching in assigned situation
- Evaluation of practice teaching activities
- Evaluation of institute activities

Individual administrator activities included:

- Group discussion member
- Observation of classrooms and administrative procedures in selected Los Angeles City adult schools
- Evaluation of observations and institute
- Writing of practice group project selected from the following:
  - Large Urban Districts
  - Medium Urban Districts
  - Small Urban Districts
  - Rural Migrant Districts
  - Rural non-migrant Districts
  - Mixed urban-rural Districts
  - State and County-wide Programs
  - Guidance, curriculum, demonstration projects and community development
  - Other individual projects

The writing of these practice projects was for the specific purpose of enabling each administrator to gain an insight into the problems to be considered when an actual project is written for submission to one of the various Federal agencies in charge of Adult Basic Education programs. The administrators used the following as guidelines for the practice projects:

- Statement of the Problem
- The Proposal
- Implementation
- Budget
- Plan of Instruction
- Project Evaluation
- Summary and Recommendations

Materials Display

A two day display was arranged at which interested publishing and equipment company representatives showed their products and were available for demonstrations or questions.

Following this activity, all educational materials and equipment were placed in a reference library available for trainee use at all times during the remainder of the Institute.

ACTIVITY SCHEDULES

TEACHERS

The basic schedule of the teachers was to attend lectures, work on curriculum materials, work in small groups during the day. Four evenings a week participants went to an assigned Adult Basic Education class in Los Angeles and put to use the items learned in the institute. Within the institute, teachers were subdivided into two groups according to interest areas. One group emphasized Elementary Subjects and the other group emphasized English as a Second Language.

The following schedule was developed for teachers:

TEACHERS 7-10-67 to 7-14-67

MONDAY (7-10)	TUESDAY (7-11)	WEDNESDAY (7-12)	THURSDAY (7-13)	FRIDAY (7-14)
10:00-12:00 Teacher Session Welcome and Introduction of Staff	FREE	FREE	FREE	9:00-10:00 Teacher Session Communication Skills Panel - Easley & Staff 10:30-12:00 Special Interest Groups VTR - Easley and Staff Audio Visual
1:00-4:00 Special Interest Groups Educational Research B. Monroe	1:00-4:00 Special Interest Groups Psychology B. Monroe	1:00-4:00 Special Interest Groups Curriculum B. Rumin ESL B. Robinson	1:00-4:00 Special Interest Groups English as Sec. Lang. P. Cabrera	1:00-4:00 Special Interest Groups Methods - Basic Education Aide ESL Aide
5:30-10:00 Class Observation Visit Principals Assess Students Meet Teachers	5:30-10:00 Class Observation	5:30-10:00 Class Observation	5:30-10:00 Class Observation	FREE

TEACHERS 7-17-67 to 7-21-67

MONDAY (7-17)	TUESDAY (7-18)	WEDNESDAY (7-19)	THURSDAY (7-20)	FRIDAY (7-21)
FREE	FREE	FREE	FREE	9:00-10:00 General Session Audio Visual Rupert 10:30-12:00 Special Interest Groups Audio Visual
1:00-2:00 General Session Adult Basic Education T. S. Warburton W. Johnston S. Sworder 2:30-4:00 Special Interest Groups Methods - Basic Educ. E. Easley ESL - S. Rockhill Lesson Plans	1:00-2:00 General Session Adult Basic Education Curriculum Development R. Attebery 2:30-4:00 Materials Display G. Gardiner	1:00-2:00 General Session Guidance & Counseling E. Morton D. Pearce 2:30-4:00 Materials Display G. Gardiner	1:00-2:00 General Session Community Relations G. Winder J. Eckstein 2:30-4:00 Special Interest Groups Methods Basic Educ. - J. Adler ESL - S. Rockhill	1:00-2:00 General Session Scope and Goals of ABE Program E. Easley R. Leighton 2:30-4:00 Special Interest Groups Methods Basic Educ. - R. Rupert ESL - Aides
5:30-10:00 Practice Teaching Use Lesson Plan Assessment	5:30-10:00 Practice Teaching Use of Lesson Plan Instruction	5:30-10:00 Practice Teaching Video Tape Session	5:30-10:00 Practice Teaching Video Tape Session	

TEACHERS 7-24-67 to 7-28-67

MONDAY (7-24)	TUESDAY (7-25)	WEDNESDAY (7-26)	THURSDAY (7-27)	FRIDAY (7-28)
FREE	FREE	FREE	FREE	9:00-10:00 General Session Administrative Project Reports 10:15-2:00 General Session Teacher Reports
1:00-2:00 General Session English as Sec. Lang. G. Cory V. Horn 2:30-4:00 Special Interest Groups Audio Visual Staff	1:00-2:00 General Session Elementary Subjects E. Easley B. Robinson 2:30-4:00 Special Interest Groups Audio Visual R. Rupert	1:00-2:00 General Session Teacher Training B. Barnes 2:30-4:00 Special Interest Groups Recruitment & Referral E. Becker D. Pennington B. Barnes	1:00-2:00 General Session Program Evaluation E. Harper G. Todd 2:30-4:00 Preparation of Reports Logs and Reports	12:30 FAREWELL LUNCHEON
5:30-10:00 Practice Teaching Group Counseling	5:30-10:00 Practice Teaching Testing	5:30-10:00 Practice Teaching Counseling	5:30-10:00 Practice Teaching	

ACTIVITY SCHEDULE

ADMINISTRATORS

The administrative section of the institute was developed around the vehicle of developing and administering a complete proposal or project for an Adult Basic Education Program. An attempt was made to cover all of the necessary information and guidelines so that each administrator acquired a good, sound background in Adult Basic Education Programs.

The following schedule was arranged for the administrators:

ADMINISTRATORS 7-17-67 to 7-21-67

MONDAY (7-17)	TUESDAY (7-18)	WEDNESDAY (7-19)	THURSDAY (7-20)	FRIDAY (7-21)
9:00-10:00 Administrative Session Scope and Goals S. Sworder 10:30-12:00 Project Work Groups	9:00-10:00 Administrative Session Federal Legislation G. Winder 10:30-12:00 Project Work Groups	9:00-10:00 Administrative Session Teacher Training L. Mack 10:30-12:00 Project Work Groups	9:00-10:00 Administrative Session Financing & Budgeting E. Morton R. Corian 10:30-12:00 Project Work Groups	9:00-10:00 General Session Audio Visual R. Rupert 10:30-12:00 General Session R. Rupert
1:00-2:00 General Session ABE Programs T. S. Warburton W. Johnston S. Sworder 2:30-4:00 Project Work Groups Scope and Goals	1:00-2:00 General Session ABE Curriculum Development R. Attebery 2:30-4:00 Materials Display	1:00-2:00 General Session Guidance & Counseling E. Morton D. Pearce 2:30-4:00 Materials Display	1:00-2:00 General Session Community Relations J. Eckstein G. Winder 2:30-4:00 Project Work Groups Scope and Goals	1:00-2:00 General Session Scope and Goals of ABE Program R. Leighton E. Easley 2:30-4:00 Project Work Groups Finance & Budgeting
FREE	Individual Study	Project Preparation	Project Preparation	FREE

ADMINISTRATORS 7-24-67 to 7-28-67

MONDAY (7-24)	TUESDAY (7-25)	WEDNESDAY (7-26)	THURSDAY (7-27)	FRIDAY (7-28)
9:00-10:00 Administrative Session Staff Development E. Easley 10:30-12:00 Project Work Groups	9:00-10:00 Administrative Session Curriculum Development and Implementation D. Holmes G. Gardiner 10:30-12:00 Project Work Groups	9:00-10:00 Administrative Session Panel - Other Federal Programs G. Trigg B. Barnes R. Sampieri 10:30-12:00 Project Work Groups	9:00-10:00 Administrative Session Program Evaluation E. Harper G. Todd 10:30-12:00 Project Work Groups	9:00-10:00 General Session Administrative Project Reports 10:15-12:00 General Session Teacher Reports
1:00-2:00 General Session English as Sec. Lang. Elementary Subjects G. Cory V. Horn 2:30-4:00 Project Work Groups	1:00-2:00 General Session Elementary Subjects E. Easley B. Robinson 2:30-4:00 Project Work Groups	1:00-2:00 General Session Teacher Training B. Barnes 2:30-4:00 Project Work Groups	1:00-2:00 General Session Program Evaluation E. Harper G. Todd 2:30-4:00 Project Preparation	12:30 FAREWELL LUNCHEON
Project Preparation	Project Preparation	Project Preparation	Project Preparation	

CHAPTER III

GENERAL SESSION PRESENTATIONS

The daily group sessions were designed to present educational philosophy, materials, teacher training techniques, and a framework upon which trainees might base their practicum experiences. Authorities representing many facets of education served as resources for general sessions. Following each presentation, content was discussed in detail by individual groups. Rather than to attempt the reproduction of complete transcripts, this chapter lists each consultant, the title of his presentation, and highlights of the presentation. Complete tape recordings are available for further study.

General Sessions

July 17, 1967 - Adult Basic Education

T. Stanley Warburton
Adult Education - The National Picture
Stanley Sworder
Adult Education in California
William J. Johnston
Adult Education in Los Angeles

July 18, 1967 - Curriculum Development

Roland Attebery
Adult Basic Education Curriculum Development
New Trends in Adult Basic Education
Programmed Learning
Computerized Assisted Instruction

July 19, 1967 - Guidance and Counseling

Ed Morton
Adult Basic Education Student and His Needs
Doug Pearce
Techniques in Guidance and Counseling

July 20, 1967 - Community Relations

George Winder
Involvement with Other Agencies
Jackson Eckstein
Involvement with Community Groups

July 21, 1967 - Audio Visual

Robert Rupert
Audio Visual
Value of Audio Visual Education
Computerized Assisted Instruction
Uses of the SRA Program
Controlled Reader
Overhead Projector

July 21, 1967 - Scope and Goals of Adult Basic Education Programs

E. Roby Leighton
Edgar Easley
Scope and Goals of Adult Basic Education Programs

July 24, 1967 - English as a Second Language

Virgene Horn
Methods of Teaching English as a Second Language
Understanding the Language
Ginger Cory
Methods of Teaching ESL on Television
Demonstration Film

July 25, 1967 - Elementary Subjects

Edgar Easley
Classroom Communication
Levels of Communication

July 26, 1967 - Teacher Training

Robert Barnes
Self Concept
Teacher Training

Roy Steeves
Federal and State Organization

July 27, 1967

Ed Harper
How to Evaluate Programs
Gordon Todd
Interpretation of Results

Administrative Sessions

July 17, 1967 - Scope and Goals of Adult Basic Education

Stanley Sworder
Scope and Goals of Adult Education

July 18, 1967 - Federal Legislation

George Winder
Federal Legislation
Vocational and Technical Education
Elementary-Secondary Education Act
Manpower Development and Training Act
Adult Basic Education
Economic Opportunity Act - Title IIA
Department of Public Social Services

July 19, 1967 - Teacher Training

Lynn Mack, Project Manager
National University Extension Association
Federal Program
History of Adult Basic Education Training
Current Institute Program
Future Programs
Evaluation

July 20, 1967 - Finance and Budgeting

Ed Morton
Budget Preparation
Richard Corian
Fiscal Control

July 24, 1967 - Staff Development

Edgar Easley
Staff Development

July 25, 1967 - Curriculum Development and Implementation

Doug Holmes
Specially-Funded Project
Glenn Gardiner
District Level
School Level

July 26, 1967 - Other Federal Programs

Gordon Trigg
Economic Opportunity Act Program
Bob Barnes
State-wide Programs
Robert Sampieri
Manpower Development and Training Act Programs

July 27, 1967 - Program Evaluation

Ed Harper
How to Evaluate Programs
Gordon Todd
Interpretation of Results

Teacher-Trainer Sessions

July 10, 1967 - Educational Research

Bruce Monroe
Educational Psychology
Current Findings
New Trends and Techniques
The Adult Education Learner

July 11, 1967 - Educational Methods

Bruce Monroe
Instructional Objectives

July 12, 1967 - Adult Basic Education Curriculum

Robert Rumin
Elementary Subjects

Elementary Subjects Curriculum
New Trends in Teaching Elementary Subjects
Programmed Learning
Teaching Machines

Byrl Robinson
English as a Second Language
English as a Second Language Curriculum
Modern Language Techniques

July 13, 1967 - English as a Second Language

Patricia Cabrera
English as a Second Language
Scope and Sequence

July 14, 1967 - Video Tape Recorder

Edgar Easley
Demonstration of Video Taped Lesson
Participant Practice Sessions

July 17, 1967 - English as a Second Language Methods

Sylvia Rockhill
English as a Second Language
Developing Meaningful Lesson Plans

July 17, 1967 - Elementary Subjects Methods

Edgar Easley
Elementary Subjects Methods

July 20, 1967 - Programmed Learning

Jerry Adler
Elementary Subjects
Programmed Learning

July 20, 1967 - English as a Second Language Methods

Sylvia Rockhill
English as a Second Language Methods

July 21, 1967 - Audio Visual Techniques

Robert Rupert
Demonstrations of Audio Visual Equipment
Practice Session

July 24, 1967 - Adult Basic Education Methods

Edgar Easley
Demonstration of Grouping
Classroom Techniques

July 25, 1967 - Audio Visual Equipment

Robert Rupert
Demonstration of Uses
Practice Sessions

July 26, 1967 - Recruitment and Referral

Don Pennington
Eric Becker
Robert Barnes
Recruitment and Referral

CHAPTER IV

PROJECT DEVELOPMENT

Each participant enrolled in the Administrative Institute was placed in one of nine project groups. These groups represented size and nature of geographic areas served by the administrator. Each was required to write a project that could be used in his local community. We are unable to publish all completed reports because of space considerations. Listed below is one typical written project.

I. Statement of the Problem

A. Background Information

In the State of California approximately one out of two adults have not finished his high school education. Adults need a high school education to compete in the complex society of today. Besides preparing themselves for citizenship, for the changes and adjustments of several job or career fields, for adequate communication, calculations and rationalizations, they need the background of a high school education to build the necessary skills for present and future jobs.

In the metropolitan area of Stockton the percentage of Adults without a high school education equals or exceeds the state's average of approximately one out of every two. Nine poverty areas have an extremely high percentage of those who are unemployed. To attend a high school diploma program, most of the adults in this area must travel from two to five miles at night to Stockton Junior High School in the northern area of town. Local bus transportation after 6:00 p.m. is non-existant. This leaves the adults in the poverty areas of Stockton unable to attend adult evening classes unless they have their own transportation. Very few have their own transportation.

We are now conducting ten to fifteen adult basic education classes in these nine poverty areas. As a

result, we are granting eighth grade diplomas to approximately thirty-five adults each year. Each is encouraged to continue attending school and qualify for high school diplomas. If we expect them to continue, we should provide high school classes located close enough to be available to them.

B. The Proposal for an Evening Adult High School Center at Edison Senior High School

The program of high school courses described in this proposal seeks to provide instruction in a school located in the center of the area with extremely low employment. It will seek as its goal a high school diploma or an equivalency which will then enable adults from these poverty areas to be less dependent on public agencies and open up opportunities for initial employment or for more productive and profitable employment. This instruction would offer students the possibility to develop enough skills to enter other training programs during the daytime, such as MDTA, VEA, and Title V programs.

The purpose of this program is to gear it in a unique way to the adult population of these poverty areas. A Federal Grant from ESEA Amendments, Title III Supplement, P.L. 89-750, (Adult Education Act of 1966) would be sought to underwrite small classes and innovative methods and materials of instruction, free materials for the adult students and transportation to and from Edison Senior High School in the evening. In this manner appropriate education would develop the necessary skills for the adult population of these poverty areas.

II. The Objectives of this Project are:

A. Graduation from high school or passing the necessary tests to obtain an equivalency certificate measured by passing the necessary high school courses or successful completion of the G.E.D. tests.

B. Increased knowledge and skills to enter further training for jobs or to obtain steady employment in a competitive market. Judged by placement in training programs or by jobs obtained and held for a period of time, and by observing patience of student to acquire necessary skills.

C. Increased self-motivation to achieve self-sufficiency, self-direction, and responsibility. Judged by regular attendance and interest in completing necessary education.

D. Increased ability to operate as an effective citizen and

development of citizenship skills. Survey through courses, and follow-up of individual's practical application as a citizen.

E. To use every available community agency, such as the Departments of Public Assistance and Employment and CAP, to assist in the program. Survey of all agencies at end of year on program's success.

F. A counselor will continually work with these adults, and a staff member of the Department of Employment will advise adults on job requirements and job openings. Judged by holding power of program and interest of students.

G. Teachers will be chosen who will be skilled in working with this group of adults. Reactions to teachers will be received from students by the counselor, and cooperating agencies.

III. Implementation

A. Administration

Because of the small beginning of this additional center for a high school program or an equivalency, it will be necessary for the present principal of adult education to organize, plan, and coordinate the personnel and program at this center. If the center grows in student population over the next few years, a vice-principal will be sought to take over the duties of the principal.

B. Counselor

The counselor is the key person at the center. He will be present at the center during the evening hours that the school is in operation. He will work closely with the teachers in relation to the understanding of the deprived adult from these poverty areas. He will have a high degree of knowledge of the course content, the instructional materials, and innovative methods and techniques. He will be in daily contact with each classroom and spend considerable time observing and assisting in the instructional process. Through this process, the counselor would become acquainted with the individual adult students. Before, during, and after class hours, either in or out of the classroom, he will listen to and assist in solving the problems of the adults.

The counselor will also direct and coordinate the testing program. CTB and GED tests would be given to groups, or to individuals. Orientation sessions on the school program, on counseling and on testing would be conducted by the counselor.

The counselor would direct the work, and confer jointly with the paid worker or expert from the Department of Employment. The employment expert would be in constant classroom contact with groups and his presentations would be part of the classroom course of study. Job orientation, job requirements, and job possibilities would be explained to groups and individuals. He would be in the school five hours per week.

A clerk would be on duty at least 6 hours per school night. This clerk would be under the direction of the counselor and carry on all clerical tasks for him, for the teachers, and for the employment expert. In coordination with the main Adult School office, this clerk would take care of attendance and payroll reports, registration, clerical work of the testing program, counselor records, grades, federal and state reports and other reports.

C. Teachers

The teachers will teach one class two nights per week for five hours per week for three terms of twelve weeks per term. Numbers of teachers, classes, kind of class, hours per week, and nights per week are shown in the accompanying chart for Phase I and Phase II.

D. Students

1. Phase I 1968-69

Anticipated student enrollment - 134. The student enrollment will be low during the first year. A combination of ADA and Federal funds will be used to finance the start of the new center.

2. Phase II 1969-1970

Approximately 175 students will be expected in the following year. A decreasing amount in Federal funds with an increasing amount from ADA is anticipated.

E. Housing and Facilities

1. Phase I 1968-1969

Since we plan to use a Senior High School facility, only a minimum amount of adjustments are needed. Lighting, storage space, and files for teacher materials storage are the only needed items.

2. Phase II 1969-1970

Additional rooms will be added at the same Senior High School facility. Lighting, storage, and files are again needed.

3. Phase III 1970-71

If a vocational skills center occurs in the Stockton Unified School District, four portables will be needed to start daytime classes, and to house our adult office.

F. Materials and Supplies

1. All textbooks and supplementary materials will be free to the adult students who come from these poverty areas. Teaching materials, such as texts and supplementary materials for U.S. History 1-2, American Government 1-2, Math 9th-10th, will have to be surveyed to find appropriate materials that will be successful with this group. Some texts now in use in our high school adult program could be used successfully, while other texts may be too difficult in reading level to be used. Something at a lower reading level, such as U. S. History, published by Follett Publishing Company, may be necessary for this group of adults.

Programmed materials in resource books should be surveyed, such as Programmed Learning: A Bibliography of Programs and Presentation Devices, Third Edition, Hendershot, Carl H., Saginaw, Michigan. Scher Printing Company, 1964.

Programmed materials would be carefully selected and used with absentee adults or sent home with adult students to reinforce their learning. Examples of these materials are: Programmed English 2200 and 2600: Harcourt Brace; American Government: Behavioral Research Laboratory; Introduction to Modern Mathematics: TMI - Grolier: Teaching Materials Corporation.

SRA, EDL and other materials in reading will be obtained to give a concentrated amount of training to all the adults that attend this school.

2. Necessary office supplies will be ordered to adequately set up a small adult branch office.

G. Equipment

1. EDL Controlled Reader will be needed for large group and small group instruction in the classrooms.

2. Four (4) overhead projectors for facilitating the elaboration of material presented to various classes.

3. Six 16 mm. movie projectors to show films related to various subject material in the various courses.

H. In-Service Training

If the acceptance of the project could be before one of the normal breaks of the school year, it would be most desirable to have the in-service meetings occur before the program started.

Some paid experts from the State of California should be leaders along with unpaid resource persons from the local community.

An outline of the in-service training follows:

1) The disadvantaged person in poverty areas
2) Motivation of the disadvantaged person
3) Unique methods of instruction
4) Texts, Supplementary Materials, and Programmed Materials and the most effective use of the above materials
5) Desired outcomes
6) Evaluation

I. Transportation

Probably the adults in seven of the poverty areas would be transported by two buses, carrying forty students each. Each bus would travel approximately ten miles and make twelve stops. Each bus would start at 6:00 p.m. and arrive at school at 7:00 p.m. The return trip of each bus would start at 9:35 p.m. and finish the trip at 10:30 p.m.

A contract will be negotiated with two city line bus companies for traveling and waiting time.

J. Coordination with Other Programs

CAP, Department of Employment, Department of Public Assistance, Day Public Schools, Churches, Unions, and Neighborhood Centers would be contacted continually by the counselor, principal, and the employment expert through personal interview, in groups, and through handouts.

Newspapers, Radio, Television and every other source would be used to give advance and continuing publicity to the program.

IV. Budget - Itemized 1968-69

100	Admin. overhead, evaluation reproduction etc.	$ 750.00
200	Instruction	
210	Certificated Personnel	
	Counselor: 3 hrs/night x 4 nights/wk x 36 wks x $6.90/hr	2,980.80
	Teachers: 2 1/2 hrs/night x 2 nights/wk x 36 wks x $6.50/hr x 8 teachers	9,360.00
	Employment Expert: 3 hrs/wk x 36 wks x $6.30/hr	680.80
220	Classified Personnel	
	Clerical - 4 hrs./day or $380/mo. ÷ 2 = $190/mo x 9 mo.	1,710.00
230	Instructional Expenses, instructional supplies and minor equipment	978.50
500	Pupil Transportation	
	2 buses x $20 roundtrip/night each x 4 nights/wk	5,760.00
600	Operation of Plant	
610	Salaries and Wages 8 rms. x $3.02 x .125 x 180 hrs.	543.60
1200	Equipment	
	3 - 16 mm. sound projectors at $450.00 each, 4 - overhead projectors at $240.00 ea. and 3 - tape recorders at $200.00 ea. total	2,910.00
	TOTAL	25,673.70

Approximately $17.00 per class hour

Justification:

It is almost impossible for the local district to start this new branch. The rather limited funds would make this possible.

Budget - Local Effort (ADA) and Federal
September - June - 36 weeks
1968-69

	Local Effort (ADA)	Federal Support	Total
100 Administration	255.00	495.00	750.00
200 Instruction	5,341.33	10,368.77	15,710.10
500 Pupil Transportation	1,958.40	3,801.60	5,760.00
600 Operation of Plant	184.83	358.77	543.60
1200 Equipment	837.44	2,072.56	2,910.00
TOTALS	$ 8,577.00	17,096.70	25,673.70

Local = 34% Federal = 66% Total 100%

21,600 total projected student hours ÷ 525 = 41 ADA total

10 ADA = total - 21 years and 21 years + w/10 hours or more
31 ADA = total 21 years w/less than 10 hours

10 ADA X $247/ADA = $2,470
31 ADA X $197/ADA = $6,107

$8,577 total income (projected) from ADA

$25,673.70 Total Budget
- 8,577.00 Money from ADA

$17,096.70 Federal Money Needed

V. Plan of Instruction

Phase I is the only plan considered at this time.

Phase I 1968-69

	No. of Teachers	No. of Classes	Kind of Class	Total Evening Hrs/Wk	Specific Nights	Rooms Needed
	1	1	U. S. History 1	5	Mon-Wed	1
	1	1	U. S. History 2	5	Tu-Th	1
	1	1	American Government 1	5	Mon-Wed	1
	1	1	American Government 2	5	Tu-Th	1
	1	1	Reading Improvement	5	Mon-Wed	1
	1	1	Math 9	5	Mon-Wed	1
	1	1	Math 10	5	Tu-Th	1
	1	1	Review of High Sch. Subj.	5	Tu-Th	1
Total	8	8				8

Phase II 1969-70

The following will be added under this phase:

	Teachers	Classes	Kind	Total hrs/wk	Rooms Needed
	1	1	English 9	5	1
	1	1	English 10	5	1
	1	1	Typing 1	5	1
	1	1	Civil Service Prep.	5	1
Total	4	4			4

Conclusion:

In Phase 1 eight (8) teachers for 5 hours per week for 36 weeks will be needed.

The classes previously listed will be offered at three 12 week terms, starting on September 11, 1968, and ending in the first or second week in June.

Students will come to this evening school at different levels of the high school program. Some will be beginning students, some will have varying degrees of high school credit, and a few will be only a few courses from completion. Almost all of the adult students of these poverty groups, no matter what level, will have need for Reading Improvement. Therefore, with this particular school population, no matter what level, almost all of the students will be scheduled for a term in this course. Every student will be encouraged to take two of the courses listed in Phase I per week each term. However, if a student desires to take only one class per week, per term, he may do so.

The requirements for graduation would be the same as those at our adult high school center. In this application, it does not seem necessary to list all our requirements for graduation. If and when this application is approved and activated, statements would be made and references to printed or prepared materials that would be located in the Appendix.

Evaluation of teacher techniques in relation to the adults from these poverty areas should be a continuing situation with curriculum meetings with individuals and groups of teachers, counselors and administrators. The ultimate success of this program is with the teachers; so, their rapport with the adult students and their techniques of instruction must be of the highest quality.

The reading program will also have a tremendous amount to do with the success of the total program. All district personnel, such as skilled teachers in the day program, supervisors, counselor and all teachers in this particular adult program, will carry on an aggressive effort to be informed, share knowledge, and exhibit leadership in reading techniques. Group meeting of these people should occur frequently to insure the success of the adult students in reading.

The course "Review of High School Subjects" would also be a must with almost all the students in this center required to take. This course would review basic materials in all the areas with an emphasis on testing and samples of types of tests these students would encounter in the program (high school, for employment, and in training programs) Arco published materials and others like it would be used.

This would not be a course "to teach toward a specific test", but would have as its goal the familiarity with tests and testing procedures. These adults from the poverty areas are especially fearful of tests, and anything the school could do to make them more comfortable in testing situations would be a step in the right direction.

VI. Project Evaluation

Objectives (specific)	Evaluation Techniques
1. Graduation from high school or passing equivalency requirements	1. Successful completion of courses and/or G.E.D. tests
2. Acquire skills and knowledge for further training or stable employment	2. Placement in training programs. Passing G.A.T.B. tests, and placement on jobs.
3. Achieve self-sufficiency, self-direction and responsibility	3. Regular attendance in classes. Completion of course or courses.
4. Develop citizenship skills and practical application of these skills	4. Surveys of social studies teachers. Follow-up by community workers, such as social workers of Department of Public Assistance.
5. Use of, and cooperation with, all community agencies who come in contact with these adults.	5. Open discussions and reactions of members from all agencies, and the use of a survey of all these groups.
6. Counselor and employment experts will work closely with groups of students and individuals to help them with their problems and to encourage and motivate them.	6. Observations by administrators and "day" supervisors. By talking with students, evaluate the effectiveness of counselor and employment experts by interest of adult students. Customer (adult) satisfaction survey.
7. Hiring of teachers with special interest and skills in working with this group of adults	7. Feedback to counselor, employment expert, administrator, and community agencies.

VII. Summary and Recommendations

The specific areas that surround Edison Senior High School have adults from seven of nine poverty areas. The need for continuing education is especially critical with these adults. Any long range advancement in the opportunities of these adults, specifically in job placement and advancement, will require the knowledge and skills obtained from high school training. Previous attempts to establish high school classes in this school have not been successful because of following conventional methods.

This proposal requests several essential elements that would make it possible for this center to succeed. Materials that would be chosen would fit the needs of this particular group of adults, and these materials would be free to them. Although expensive, transportation is a must and one the important keys for the success of this venture. The counselor and employment experts are the two remaining keys to success. The reading instruction would be all inclusive, along with a testing course, to conquer the fear of these adults toward testing. The classes would be low in numbers to allow special teachers, trained in techniques to reach and succeed with these adult students, to give individual help. The final difference to this unusual high school program is the cooperation of all the community agencies to assist these adults to succeed in being trained for the necessary skills which would lead to adequate employment.

RECOMMENDATIONS

It is recommended that necessary legislation and sufficient money be immediately allocated under the ESEA Title III Supplement, P.L. 89-750, (Hartke Bill) to extend Federal Assistance to the public school adult high school program. If enough money could not be made available for all districts, then it is recommended that a limited amount be made available for experimental programs on the high school level. This program and this application should qualify under such experimental qualifications.

It is recommended that the budget in this application be accepted as presented, including the low number in classes and the transportation of adult pupils.

It is recommended that all public agencies cooperate by giving their full support in making this program a success.

It is recommended that the local unified school district assist in providing additional monies from the regular Adult School Budget to provide supplies and personnel to insure the success of this new high school center.

CHAPTER V

TEACHER ACTIVITIES

Teacher activities were designed to provide experiences to allow the teachers to evaluate instruction, curriculum materials, facilities and methods in terms of their own backgrounds and levels of teaching competencies. The following typical examples of each activity indicate some of the results of this project:

Daily Log

Each teacher participant prepared a daily log summarizing daily experiences. It was felt that an immediate recall was necessary to assist participants in better self evaluation. This is in recognition of the fact that good Adult Basic Education instruction requires immediate evaluation of each learning unit.

TYPICAL EXAMPLES

Example No. 1

Tuesday, July 10, 1967

What I Did:

11:00 - 12:30	Taped Monday's lecture
1:00 - 4:00	Attended lecture - Bruce Monroe
6:30 - 9:30	Visited Mr. Sterling's class at Manual Arts Adult School

What I Learned:

I was reaffirmed in my vague searching for better methods and objectives of teaching. I was unaware that there were studies available on adults applicable to Adult Basic Education. I learned that briefs of these could be obtained from Yeshiva Eric. I learned how to be more specific in writing objectives with student behavioural changes in mind.

In Mr. Sterling's class I saw a grouping situation where the teacher moved very easily and expertly from group to group and subject to subject with all work so well planned that the students were either studying or being taught.

I need to evaluate his method of teaching reading with mine [illegible] with the new knowledge I have learned during the past year.

Mr. Sterling allowed the students to choose their own spelling groups.

What this Learning Means to Me:

My objectives will be better defined and I will watch for the desired change in behavior of my students. I will make new objectives quicker on the basis of daily evaluation.

As I have volunteer teachers, I will need to see that they, too, follow specific objectives and watch for the desired changes.

I need to evaluate the teaching of reading I saw with mine, plus the new ideas I have learned during the year.

I will think about more ways of allowing students to evaluate themselves to choose their learning experience than I have in the past.

Example No. 2

Monday, July 24, 1967

Attended sessions as usual. Mrs. Virgene Horn read a paper she developed on E.S.L. Children learn language easily up to age six. It is more difficult to teach adults another language.

Articles a and an must not be taught together, - conflicting concepts. The easiest verbs to learn should be taught first. wants, have, need, like: (know, love, see).

I have valuable notes on her presentation. They were different and worth using; long term and short term goals, instant English, importance of sequence, controlled practice after drill, importance of understanding rather than memorization, danger of introducing tenses too early.

Ginger Cory, television teacher on Encuela XXXX, demonstrated use of a board made from plywood instead of regular flannel board, something new.

Ed Easley conducted an adult class realistically. Simple, but superb role-playing taught us "How to do it". He indicated length of skills lessons, etc. Many of the institute members felt this demonstration was of great value. We have discussed motivation before reading, how to keep groups working, records, etc. I'm really eager to share this information with members of our staff.

Example No. 3

Tuesday, July 11, 1967

What I Did Today?

After breakfast, I wrote some letters, went through the notes I had copied in class and typed them. After a brief reading of the morning paper, I sat around with a few of the residents of Charlie and discussed the previous day's work. Most everyone agreed that the highlight of the day had been Dr. Monroe's discussion of the necessity of experimentation in our current adult programs. However, at least one person injected that it has to be the proper type of experimentation. The "proper" type, it seems, is that one which allows you to make significant gains in your program. Although everyone realized that integrity and a professional approach are necessary in experimentation, time was also of the essence. There just does not seem to be enough time to do the type of experimentation which is necessary.

What I Learned Today?

There are stark contradictions in education. One philosophy is that one takes a rather rough, unfinished product - the student, and after exposing him to a series of lectures and tasks, he becomes a more refined, finished product. On the other hand, there are those who philosophize that if you leave a school with the feeling that your education is over and complete, that school has failed you. Actually, these two philosophies are not entirely irreconcilable. The state of the student is a relative one. His state may be one of illiteracy or it may be of a more sophisticated type such as complacency. In any event, a good teacher will see that a change occurs. That is why machines will never take the place of teachers. Such nuances are only detectable by human beings.

What this Learning Has Meant to Me?

The responsibility of the teacher in determining the needs of his student is very important because of the aforementioned. We are constantly being forced to decide correctly how we can effectively change the lives of our students. Then we need to evaluate to see whether we have made the proper decision. Proper experimental procedures and studies, as revealed by work done previously by other educators who have recorded their results in professional journals, will certainly help determine this.

Weekly Observation

Each teacher participant prepared a weekly observation of actual classroom teaching so that they would evaluate outcomes with stated behavioral objectives.

TYPICAL EXAMPLES

Example No. 1

July 10 - 14, 1967

Pre-assessment and Assessment

1. New Students - Students are pre-registered into my observation class by the administrative staff, so that they come to class with an information/introduction sheet. The teacher initially seats all new class members to his left and as he works with them determines individual levels. He then moves them into one of four groups of approximately ten, grouped according to language facility.

2. Continuing students are informally tested at the beginning of each class session for retention and comprehension. Method of assessment is review of material presented in prior class meetings.

3. Since both these items are standard procedure, I shall assume this portion of the Weekly Observations may be eliminated in future reports.

Objectives

1. Student facility in using and understanding usage of personal pronouns.

2. Change of form in third person singular.

Student Inventory

1. The class with which I am associated is beginning English and about one half of the class has no background in literacy in either English or Spanish. The necessary accoutrement then is simply the desire to learn.

2. Books, paper, pencils are provided by the school.

Teacher Inventory

1. The teacher tends to be fairly structured in his approach.

He does infrequent checking for comprehension - following the audio-oral theory of habit formation almost rigidly.

2. He is well prepared, with lessons planned at least a week ahead of time. His class is 3/4 oral and 1/4 reading - writing.

Learning Activities

1. Audio-oral in mastery of personal pronouns and third personal singular verbs.

2. Identification of U. S. holidays using pictoral aids which require student response.

   e.g. Picture of George Washington

   Teacher: What Holiday is this?
   Student: That is Washington's Birthday.

3. Singing of familiar Spanish songs - translated into English.

Evaluation Procedures

Students are screened continuously, verbally, and moved into appropriate groups as they progress in their facility with the English language.

Example No. 2

July 17 - 21, 1967

Assessment

Some interesting figures on this ABE class at Garfield High School, are:

20 members in class, ranging from beginning readers to 7-8 level

Born in Los Angeles		20%
Born in California		25%
Born in Mexico		35%
Born in other countries than Mexico and United States		10%
Born in United States		55%
English Native Language		10%
Spanish Native Language		80%
Languages other than English and Spanish		10%
Male	80%	
Female	20%	

Teacher Inventory

Instructor was born in Santa Paula, California , and his native language is Spanish. He received most of his schooling in Los Angeles, attending East Los Angeles College and U.C.L.A. He has done volunteer work teaching English as a Second Language in City Parks and Recreation Program that led to teaching ABE.

Objectives - Social Studies Objectives

1. Read silently
2. Mark answers to questions on material read.
3. Read orally
4. Improve fluency
5. Improve pronunciation
6. Answer questions orally
7. Practice putting thoughs into words in a group of people
8. Clear up any points not understood by having students ask questions.

Learning Activities

He pointed out words which might give trouble and had the class pronounce them. He wrote words on the board which were mis-pronounced and had class practice them. When questions were asked, he gave members of the class a chance to contribute their ideas, then asked such questions as, "Do you agree with what Faustino said, Rosemary?" or, "Can you add anything to that statement, Henry?"

In Spelling and English objectives were 1) learn to spell words in Unit 2 in Spelling Workbook; 2) use dictionary to look up meanings of words and copy meanings, noting parts of speech; 3) use words from list in a paragraph.

Judging from what I've seen of this group, I would predict there were very few, if any, words misspelled on the test.

In Arithmetic, people are working individually in workbooks. The objectives were 1) to work accurately and 2) to increase speed and 3) to learn new process when one is introduced in the workbook. The instructor walked around the class, checking progress, giving help where needed. When he felt an explanation to the class was needed, he put an explanation on the board, as in the case of factoring. The ones who needed this explanation watched, asked questions, asked for demonstration to be repeated, until all were satisfied they understood.

Curriculum and Audio Visual Evaluation

In order to familiarize each teacher participant with curriculum materials, various publishers were invited to have displays at the Institute. One of the course requirements was to survey these materials, evaluate them and choose appropriate ones to be used in the class.

TYPICAL EXAMPLES

Example No. 1

Text Evaluation

In choosing the material I would use for next semester, I am assuming an English as a Second Language class somewhat similar to a class I had this past semester, which is a class at an "intermediate" level, the students having a background or ability such that they should be able to move more rapidly than our normal classes.

I am not completely satisfied with any of the graded textbooks here; therefore, I would not use any of them. If I chose one of the texts, I would feel that I had to supplement and vary considerably, and I would thus rather start with a less structured situation. I would use the University of Michigan language flash cards from the University of Michigan Press, which are structural flash cards using many of the visual symbols associated with the Lado-Fries books. These are the only flash cards I have seen which are structure rather than vocabulary oriented. The students do learn vocabulary, but the main objective is their being able to manipulate the language correctly in their communication both orally and in writing. I can use these cards for verb drills, dictation exercises, etc. Their uses stop only with the teacher's creativity.

I will be using the flash cards for initial presentation and learning. I will use English Grammar Exercises II and III, prepared by English-Language Services, Macmillan publishers, for review and reinforcement. The table of contents is easier to follow than other books I have used as a workbook type of supplement. I don't agree with some of the exercises and I think that the explanations of the exercises are not as simple and logical as they should be. The teacher can use these exercise books profitably, realizing that he should be selective and tie the exercises in with other learning experiences.

I am very impressed with Macmillan's Drills and Exercises in English Pronunciation. I definitely want to use them as supplementary materials next semester. These books could be used with only the teacher having a copy or with the students also having a copy. I have been using phonetics rather effectively in my classroom, but not with as much understanding and as thoroughly as I would desire. These books have a very logical and practical approach and I think using these materials my students will be able to see relationships more easily than by use of other pronunciation books and methods I have used or evaluated for classroom use. The three books are: Drills and Exercises in English Pronunciation, Consonants and Vowels, Stress and Intonation: Parts I and II, prepared by English Language Services, Macmillan, Publisher. Tapes are coordinated with the series.

I would also use Handwriting for Students of English as a Second Language by Ruth Kittle, American Book Company, as an individual exercise book for my students who have difficulties with cursive writing.

Practical Conversation in English, for intermediate students by Hall, Regents, is my choice for supplementary reading and drill material. This conversation book is practical with exercises in comprehension, structure, pronunciation, and stress and intonation. The material is practical and I think of interest to the students. I will use this book in the latter part of the semester after the students' knowledge is sufficient for these conversations to be a good learning activity rather than a challenge.

Example No. 2

Book Evaluation - English 900

The "English 900" series is built around a program of 900 base sentences, and is presented in six basic text books plus corresponding workbooks and tapes.

The series follows closely the audio-oral theory of language learning. It has minimal comment on grammar, the theory being that through use and over-learning of certain base structures, the student is able to make generalizations, and through inductive reasoning rather than analysis is able to evolve proper usage.

An attractive aspect of the series is the availability of instructional guidelines, and usage/techniques included in the teacher's manual.

The manual contains descriptions of the related materials, suggested procedures for usage, specific instructions for

techniques and suggestions for testing. It also contains detailed grammar instructions which would only cause interference for the student, but which the teacher needs to be aware of.

Another interesting aspect is that the authors expect the teacher to know the native language of the student. This matter, of course, is and will continuously be used as a point of hot debate.

The series starts from zero level and progresses to the intermediate - advanced level. The workbooks are programmed instructional guides meant to be used by the student at his individual level, and provide the immediate reinforcement or correction needed by adult learners. The idea of self-instruction means the student need not be held rigidly to the rate of advancement of the majority.

My interest in the English 900 series is its primary audio-oral approach. Most adult learners associate reading and writing with education and tend to minimize the importance of verbal language skills. Because of this pre-conditioning it is often necessary to re-orient the adult language student into a frame of mind more receptive to the audio-oral approach. One type of learning, of course, tends to reinforce the other, and the 900 series contains an acceptable blend:

80%	Audio - Oral
10%	Reading
10%	Writing

The importance of habit formation in speech and language learning cannot be over-emphasized; however, we cannot forget the students' tremendous interest in and desire for knowledge related to the areas of reading and writing.

Attached for your possible interest is a copy of the tentative draft of our students book. The emphasis is rural, and related to the immediate needs of my students

Self Evaluation

The culmination of the practicum was to evaluate the total institute in terms of the teacher participants self evaluation.

TYPICAL EXAMPLES

Example No. 1

Introduction

The benefits to each person attending this institute are built on what he or she brought to it in the way of experience, knowledge, receptiveness, prejudice and fears.

Teacher Inventory

I brought years of teaching experience from kindergarten through senior high school, E.S.L., Citizenship, and Adult Basic Education. I have a fairly broad base of general knowledge; some receptiveness (I'm not a complete sponge but neither do I have a closed mind); a little prejudice against learning too many new things (who do these young dogs think they are, trying to teach an old dog like me so many new tricks!); and a distrust of and fear of machines (with good reason!! I've had traumatic experiences with old film projectors plus old, brittle film, plus 40 wriggling first graders.) So machines threaten me!

Evaluation of Course

This institute has added to my knowledge in various area, as it was planned to do. I know more about evaluating articles on research; funding of programs was explained; various programs with which I was unfamiliar were mentioned; ideas for getting cooperation of community agencies were advanced; good, practical ideas for recruiting were presented; ABE curriculum was discussed; new educational terminology was used (now I don't feel so out of date. I was saying "expected outcomes" instead of "behavioral changes"); New machines or improved machines were demonstrated and explained; the latest materials were on display.

I felt our speakers were all experts in their fields; some were better than others at expressing themselves, and having to compete against the heat and full stomachs is really not fair to any speaker, however dynamic he may be. I especially enjoyed presentations by master teachers (i.e. Easley, Cory, Horn, Lipscomb, Cabrera, Zikes, Rupert).

Discussion groups sometimes were very helpful, especially the one Wednesday afternoon with Hunter Fitzgerald, Dr. Robert Barnes, Eric Becker, and Don Pennington as leaders.

Going to classes every night became quite a task because of the long day, the freeway drive and the heat, but it was a very worthwhile experience. Even though we got tired of it, the values received would have been much less, if we had not been regular and consistent in our attendance.

Self Evaluation

During these three weeks, I have been pulled out of my rut; I have been reminded to review and renew my procedures; and I have been taught to re-examine my objectives to be sure that broad, general objectives are broken down into small specific ones that can be accomplished in logical order, giving both student and teacher a feeling of greater accomplishment (could these be called "programmed objectives"?).

One is often prejudiced against what he does not understand. I did not understand "programmed instruction", as applied to Adult Basic Education subjects. Mr. Easley took 2 or 3 minutes to explain a page in the Sullivan Series (Teacher likes me! He gave me some personal attention.) I began to get the idea. Mr. Adler's presentation registered and I finally understood. Also, the "gabber not" was such fun. A behavioral change took place and I am going to use some programmed instructional materials.

My feeling toward machines has been reversed. I now see them as helpers rather than threats. I have the month of August off. I am going to conquer the machines, make up orders for films and filmstrips to be used next semester, and also ask for the <u>How to Study</u> strips and some tachisto-strips for my classes.

The most important lasting changes, as in adult basic education cannot be tested, measured accurately, or graded. They include changed attitudes which should result in behavioral changes. I have renewed enthusiasm; I will make more and better use of the machines available; I will examine my objectives more carefully; I will become a better teacher.

I have an improved self-concept. I feel I have grown as a person. I have been able to communicate with a number of people here and I like myself better than I did when I came. I have the feeling "I'm not so dumb. I can understand <u>some</u> of what Bruce says even if my mind does have to "expand" to be able to understand him." I have been able to contribute now and then in medium sized groups; I still cannot speak up in the large group in the amphitheater (one more week and I might make it). I think I've become more sensitive to unspoken communication. I've become a better person and a bit more forceful.

Example No. 2

Evaluation of the Course

This course has been of great help to me. I have learned a lot from the instructor, the different speakers we have had and from the various materials we have been given.

However, I was a little disappointed in the program because not all speakers were top caliber. Most speakers spoke on specific subjects and elaborated on them quite well.

Mr. Easley had a very wonderful idea when he presented a model lesson. I had hoped for more of this type of work. One of the speakers did some, but to a small extent.

The observation and practice teaching which we did was very valuable. I think it helped most of us. It also taught some of us how to get along with different personalities.

I feel that the last week could have been better used if we had all gotten together and exchanged ideas on our experiences, the first two weeks of observing, and practice teaching. Though most of us did exchange ideas during our lunch hour or during the morning we didn't all get together.

The organization of the program was very good indicating that a lot of time and effort was put or spent in organizing the program.

The room accommodation and food were quite adequate.

Overall, I would say that this program was very successful. The instructor and speakers have given us an opportunity to evaluate ourselves and to work in improving our philosophy towards Adult Basic Education. Everyone I have spoken to has stated that they have learned a lot here.

I can honestly say that I have gained a lot of knowledge at this workshop.

I have taken an active part in the practice teaching part and have turned in all of the reports which were due.

Thanks to our instructor and speakers I can go back to my district and work to improve our ABE program.

I feel that now I have a wider viewpoint of the importance of Adult Basic Education in our community and will work harder to improve our program.

Example No. 3

Self Evaluation

For the new ABE teacher, such as myself, I think that overall this was an excellent institute. I had no idea of the enormity of the ABE-ESL program. Even though some of the presentations were not very informative and I did not agree with others, I still learned something about the importance of this program and its future.

This institute has given me so much more confidence in what I am teaching. Last year school was a play-by-ear type of atmosphere with very few specific goals to aim for. I know that now I will go back with certain aims in mind. The organization of my class was very loose and many times I felt that I really didn't know what I was supposed to do. I now have definite ideas on how to start and where I want to go. Many of the informal discussions in my class should have ended in a specific lesson. I did not follow through with many of the opportunities I had to present such lessons. I do not think that I really understood what my role was as an ABE teacher. Lack of understanding of the whole program and its place in our educational system was vague to me. I do not think I did wrong things last year, but I did not take advantage of situations where more meaningful learning could have taken place.

I cannot really say what part of the institute was most beneficial, as each session and lecture had at least one point which was important to me. It was exciting to attend an institute where everyone was very interested. All came to really learn and were very free in their suggestions and ideas. Some of the best discussions were informal, spur of the moment type of situations. This was especially true when talking about the teaching of ESL.

The reference material both in research reading for the teacher and actual material for classroom use was much appreciated. My library on teaching adults and understanding them is nil, but now I have a bibliography to which I can refer. I had no idea of how much material has been published pertaining to adults. I feel that much of it could be improved, but at least there are enough materials to give a good start to a program.

I was dazzled by all the audio visual equipment. I use a tape recorder, slide projector and movie projector in my class, but had never seen any of the other equipment demonstrated. From these demonstrations, I think that I will be better able to evaluate teaching machines and their effectiveness in the program of my school.

I did derive more information from observation than the actual student teaching, although when I taught I thought more about specific objectives than before. I wish that I could have observed in more classrooms, but I can see how this would have been impossible to do so. Since I live in the Los Angeles area, I will be able to visit some day classes next year in order to see how others accomplished their specific aims.

I think that this institute could have lasted two weeks instead of three. All day sessions instead of afternoon and evening ones would have been more effective to me. I would have liked to have seen some demonstrations from the more experienced teachers of the institute and others. More methods by which one could get across material to students would have been beneficial.

I think that I have much information and many concrete suggestions to take back home. I am going to try to improve the total program in my school, but will tread lightly. Most of the material which was gained here is very useful, but only if I introduce it gradually and informally to others at my school. We have the beginnings of a good program, and I feel that it could become excellent if our teachers were more informed. My attitudes have not changed, but how I will go about using this learning from the institute has changed. I have learned how to present new ideas and methods without appearing to be a know-it-all.

Example No. 4

A Subjective Evaluation of the Course

My primary objective in attending the workshop was to improve my own teaching. I had four problems to solve when I arrived at Voorhis. One: my daily work lacked direction and organization. Two: I existed in a state of isolation and had little contact with the outside world. Three: I wanted to know more about the many materials available in the field of Adult Basic Education. Four: should I become involved in recruitment, and if so, how do I go about it?

In my evaluation of the workshop, I can only say that it has more than achieved my objectives. I have already achieved a behavioral change in my own teaching. I was able to see this in my work at Manual Arts Adult School. My teaching there had an objective - which I then evaluated. It was organized and knowledgeable - and I was thus able to, each night, accomplish my specific objective. The contributions of Mr. Easley (strands of comprehension, grouping and specific teaching techniques), Pat Cabrera (curriculum and bibliography), and Bob Rumin (how to organize a lesson plan) should give direction and organization to my own work.

Problem two was solved by several gentlemen. Mr. Roy Steeves gave a broad picture and Mr. Roland Attebery and Mr. Byrl Robinson, a more specific plan of how to integrate your school into a more total community situation. I now know where to look and whom to contact to fully utilize our community resources.

Problem three was accomplished by the time spent in the library. It was most helpful to talk with teachers who had actually used the materials and found some to be superior. The bibliography presented by Pat Cabrera will also be most helpful. The many generous samples distributed by the companies and the demonstrations of teaching machines should enrich my work.

Problem four was answered by Mr. Becker and Mr. Fitzgerald. Dr. Barnes also gave specific points on the necessity for involvement in recruiting. This has been a problem in our area - and utilizing the many community resources is now a possibility. I should also strive to seek the help of a community aide in this area. I am near the University of California where they have a program to train aides - and there may be a possibility of obtaining this kind of valuable help. Mr. Attebery was very specific in what agencies could be contacted.

Therefore, in evaluating my primary objective, I can only conclude that a behavioral change has already occurred in my teaching. In the solution of my four problems, I can now achieve what I was seeking, namely - quality teaching. I have gained the most that I possibly could for myself. And, if I discover further need for change - I know where to seek the help I may need.

My objective changed slightly as the course progressed. I began to want to improve not only my own teaching - but to upgrade our total program as a whole. I believe the knowledge I shall take home will improve not only my own work, but the whole district program. I am given a good deal of freedom in what I do - so it will be feasible for me to make use of this experience in benefiting others.

CHAPTER VI

EVALUATION AND RECOMMENDATIONS

Evaluation

The evaluation of this Institute has been contracted by the National University Extension Association to Educational Psychology Associates. However, each participant answered the following questions in regard to this Institute:

Question	Number Responses Yes	No
1. Did you understand the specific objectives of this Institute?	71	1
2. Did the Institute meet these specific objectives?	71	1
3. Was the evaluation instrument provided by the Educational Psychology associates a valid measure of the objectives of this Institute?	1	71
4. Did the responses you gave on the evaluation instrument reflect what you learned in the Institute?	1	71

Recommendations

The Institute staff made the following recommendations for future workshops:

Conduct separate workshops for different types of Adult Basic Education program i.e. metropolitan, rural, etc.

Provide for a more consistent method of participant selection.

Select staff associates from previous Institute participants.

Separate Administrator and Teacher-Trainer Institutes.

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